

**STIMULATION ACTIVITIES FOR
YOUNG CHILDREN
A MANUAL FOR PARENTS AND CHILD CARE
WORKERS**

**Rajalakshmi Muralidharan
Shobita Asthana**

Department of Pre-school and Elementary Education
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi - 110 016
1991

August 1991
Shravan 1912-13
DPSEE 5T – RM

© National Council of Educational Research and Training, 1991

Illustrations – Shibani Pachnanda

Published at the Department of Pre-school and Elementary Education, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi - 110 016, Laser typeset at Advance Typesetters (India), 730, Sector VIII, R. K. Puram, New Delhi and Printed by Supreme Offset Press, K-5, Malviya Nagar, New Delhi 110 017.

CONTENTS

FOREWORD

PREFACE

INTRODUCTION

1. Early Childhood Stimulation	1
2. Growth and Development	6
3. Stimulation Activities for 0-6 month olds	11
4. Stimulation Activities for 6-12 month olds	20
5. Stimulation Activities for 1-2 year olds	29
6. Stimulation Activities for 2-3 year olds	44
7. Stimulation Activities for 3-4 year olds	55
8. Stimulation Activities for 4-5 year olds	67
9. Stimulation Activities for 5-6 year olds	81

FOREWORD

The first six years of a child's life are now being universally recognised as the most critical years due to the rapid pace of development at this stage. A qualitatively stimulating and enriching environment is therefore most essential in these years to optimize a child's overall development and help him/her realise the full potential.

The children in the age group of 0-6 years generally spend most of their time at home. Even if they start going to a pre-school at the age of three or so, yet it is only for a short period of two to three hours a day only. The onus of providing the child with the necessary stimulation therefore rests with the parents who are often, due to ignorance and/or other constraints, ill-equipped to tackle this task effectively. Their need to be educated to play the role of effective educators to their own children cannot therefore be over-emphasized.

This manual has been prepared keeping this specific objective in mind. Based on useful traditional child rearing practices, games and songs, the manual attempts at providing a home-based early childhood stimulation programme which can be used effectively by parents, community and child development workers as well as teachers in their parent education programmes.

It is hoped that the users of this document will find it interesting and useful. We would welcome critical feedback from them which will help us further improve this document.

This publication is being brought out by the Department of Preschool and Elementary Education under the auspices of its UNICEF assisted Early Childhood Education Project. We acknowledge with thanks the financial support received from the UNICEF for the same.

Dr. K. Gopalan
Director
National Council of
Educational Research
and Training

New Delhi

Preface

The Activity Manual on Early Childhood Stimulation is based on our experiences in the Project on Home-based Programme in child development conducted in the tribal and urban slum areas of Orissa. The project was conducted in collaboration with two voluntary organizations; REACH and RUCHIKA. The REACH team worked in the tribal areas and the RUCHIKA team worked in the urban slums. The aims of the project were to evolve a home-based approach to child development, to develop an awareness in parents of their own strengths and potential as home educators and to develop a home-based instructional package, in accordance with the immediate environment and culture of the parents and children.

We have tried as far as possible to base the stimulation activities on the traditional child rearing practices. Many young parents do not see the relevance of such practices; some of them who practise do it mechanically while a number of them have no knowledge of such practices. The attempt here is to bring into focus our rich cultural heritage and highlight its relevance in enhancing child development. The manual deals with children in the age-group of 0 to 6 years and spells out activities that can be done with children right from birth.

The approach is certainly home-based. The aim is to develop in parents the confidence and know-how to function as educators of their own children. However, it can also be used as a guide by the creche/preschool workers. In the case of illiterate or semi-literate parents, it may be used by the community workers or preschool workers in their parent education programmes. In the project it was the local community workers who trained the mothers in the activities, as all the mothers were illiterate. The workers trained the mothers through individual home visits and small group meetings. The workers did the activities with the mothers who in turn were encouraged to do them with the children.

We are grateful to the RUCHIKA and the REACH teams who field-tested these activities in their respective areas. Our thanks are due to Mr Suryamani Mishra who coordinated the project work systematically and put in his best efforts to make it a success. Last but not least, we are deeply grateful to all the families who participated in the project.

It is our hope that this publication will lead to the revival of some of our

traditional child rearing practices, the lullabies, the infant games and the use of indigenous toys. Parents and preschool workers are requested to practise the activities suggested here and give us the feedback so that it can be further refined.

Rajalakshmi Muralidharan

Introduction

India is a land of diversity. There are wide variations from area to area in almost all respects culturally, geographically, linguistically or developmentally. Yet there are deep-rooted traditions and practices which have held the country together for the past five thousand years. The epics, the rituals, the festivals, songs and games are strong components of Indian child rearing practices which cut across the diversity of the country.

The young child spends maximum time with its family and much of the learning in the early childhood takes place through the child's day-to-day interactions with its family. It is the family where the child gets numerous opportunities to observe and learn through watching, participating and imitating. It is there that the child gets the opportunity to practise skills, and take up and carry out responsibilities.

However, over the years due to socio-cultural changes, Indian mothers are fast losing their ancient moorings. The break-up of joint family system, migration from rural to urban areas and the need to seek employment outside, have all contributed to resulting changes in child rearing practices. The traditional child rearing practices are fast disappearing. The age-old games, songs and stories, the home-made indigenous toys, which parents and grandparents used with their children are no longer in use. Many parents see no relevance of such practices in the modern push and pull mode of living which is generally considered necessary for survival in the present days.

The Present Manual

Keeping the role of the family in the stimulation of the young child in view, the present manual is developed to help parents understand their role as educators of their children. It is hoped that it will give confidence and also the required skills to parents to function effectively as home educators.

The first chapter of the manual discusses the meaning of early childhood stimulation and its importance. The second chapter deals with growth and development of the child and the four main aspects of development.

Contents

The main section of the manual deals with stimulation activities for

different age-groups and these are presented in seven chapters. Each chapter is divided into five sub-sections, the first sub-section lists the milestones of that particular age and the other sub-sections suggest stimulation activities for (a) physical-motor (b) language (c) personal-social and (d) cognitive development.

Remember

The stimulation activities suggested should be treated only as guidelines. Some activities which are indicated for a particular age-group could probably be done at the last phase of the previous age group or may be even at the next age-group, according to the milestones achieved by the child. This is so because, there are individual differences in children, like some children begin to walk at nine months, whereas there are others who take their first steps at one and others who take their first steps at one-and-a-half years. Each child grows and develops at his/her own unique rate. The range of variability is great, but at the same time if a milestone is delayed beyond a limit, the child should be medically examined for any illness, defect or retardation. For example, if an infant does not respond to any sound, voice or noise in early infancy then the infant should be tested for defects in hearing.

While using the manual, it should also be kept in mind that most of the suggested activities, games and toys started at a young age, continue till much later, but as the child grows the activity and its mode of utilisation increase in complexity.

For example, the mother sings a song to an infant. Singing at this stage is soothing and stimulating for the infant. As the child grows he/she starts understanding and picks up a few words and at a later stage the child is able to follow and sing the song. For this reason some of the activities are repeated across age-groups.

Learning and development of the child takes place in totality. All the four aspects of development, namely physical-motor, language, personal-social, and cognitive are interrelated and take place simultaneously. Therefore, any aspect of development cannot be considered in isolation, each affects and in turn is affected by others. A healthy child is active, playful and observant. Such a child relates well to people and the environment around, is receptive to the surroundings and forms concepts by active interaction. For the same reason activities within a stage are many a times overlapping across the four

aspects of development as each kind of development stimulates other kinds. Considering the same example of a song, the song which is soothing to the child helps in development of the language and the concepts it deals with helps in fostering cognitive development.

CHAPTER 1

Early Childhood Stimulation

What is Stimulation ?

Stimulation at the early childhood stage involves efforts to activate the child's early development. It is more than a series of exercises, it is a continuous dialogue between the child and those who care for the child. Development of the child takes place as a result of the interaction between maturation and learning. Development that occurs due to maturation is when what is potentially present in the organism gets unfolded. For example, a new born infant is not able to walk, but given time he or she is able to do it. However, there are many skills which the child may not develop automatically as he or she needs specific learning experiences for mastering these skills, for example speaking skills. A child who gets opportunity to listen to a good standard language develops a much better vocabulary than a child who has had very little exposure to language usage. The same goes for social and thinking skills as well.

Early childhood stimulation attempts at providing learning experiences to the child so as to enhance his or her development. The learning experiences for stimulation are so planned that they are in accordance with the child's maturational level. These experiences are to be given right from birth and involve activities that demand a close interaction between the child and the parents. The base of these activities is a warm loving relationship between the child and the adult without which the activities are meaningless. In other words, it is the warmth and love permeating through the activities that help to enhance the child's development.

Significance of Early Childhood Stimulation

Development of the child in the early years is most rapid. It is during this period that the child learns to deal with his environment and satisfy his/her basic needs.

The nurturing experience the infant receives in the early years of life serves as the foundation for his/her subsequent learning. For example, the promptness and warmth with which mother feeds her baby contribute a great deal towards development of security and trust in the baby and thus leads to social bonding.

Environmental influences have the greatest effect on the child during periods of rapid development. The early years are very plastic, impressionable and formative for the growth and development of the child. Therefore, enrichment or deprivation during the early years of life will be particularly vital for the subsequent development of the child.

Available research evidence indicated that :-

1. About 50 per cent of intellectual development takes place between conception and four years and about 80 per cent between 4-6 years.
2. About 50 per cent of the level of vocabulary attained by 18 years of age is acquired during the first 8 years.
3. About 50 per cent of a child's general educational attainment at 18 years is attained by 9 years of age.
4. In case of young birds and mammals there exist 'sensitive' and 'critical' periods during which there is a heightened sensitivity to stimulation or deprivation which may have a lasting and irreversible effect. Similar sensitive periods are found to be there in human development too although they may not be as 'critical'.

Early years are thus crucial years for the development of the child and each child needs an experientially rich environment for his/her development. However, this richness is not merely the richness reflected by costly clothes, good food, expensive toys or a concrete house but it is the richness of the experience in terms of parent-child interaction and parental aspiration. A home in which the child gets opportunity to listen to good stories, to play with a variety of objects, to observe and explore, is perhaps the richest home so far as the young child is concerned. A home which believes in the capacity of the child and has high hopes for him/her, is the best stimulator for the child

Components of Stimulation

One of the basic needs of the infant is, a need for security and acceptance which he/she gets from the continued love, warmth and support of the mother. This helps the child to develop confidence in oneself and people around, and lays the foundation of all future development. The sensory experiences play an

important part in the development of basic trust. The close proximity to the mother, the hugging, fondling the baby gets, the pleasure of sucking, watching and reaching out to the mother, listening to mother's voice, are all experiences that help the baby to develop feelings of security.

Playfulness is another vital component of Early Childhood Stimulation (ECS). Play is most natural and spontaneous to children. It is primarily through play that the child interacts with its family and environment. Apart from being fun, play is of vital significance for the child's physical and psychological development. Through play the child learns to relate to other children, develops language and social skills and forms concepts. Play provides opportunities for the child's self-expression and creativity, and it is also an outlet to let off pent up steam. Parents normally begin to play with the infant from the moment he/she is a few days old by talking, cooing, singing and tickling. Rattles, mobiles, balls, dolls and such similar things, instinctively draw the child's attention. Watching, sucking, chewing, pushing and pulling things are the child's favourite games. These activities enhance the child's cognitive development, manipulatory skills as well as eye-hand coordination. The toys need not be expensive. What is important is to go in for play material that has high educational value, like home made mobiles and rattles, material that foster manipulative skills such as fitting in, assembling, taking apart, pushing and pulling. Play with natural material like sand, water, leaves, seeds and stones help the children in their concept development. Different kinds of games like hide and seek, language and memory games also form an important part of ECS.

In addition to play, listening to stories is another favourite activity of children. It, therefore, occupies a very important place in ECS programme. Listening to stories helps children in the development of vocabulary, listening comprehension and acquisition of varieties of language forms. Very often, if encouraged, children are able to narrate stories back to adults with complete expressions, tone modulation and gestures. Children who are used to story books consider them as their companions and spend quite some time looking at the pictures and enjoying the story.

Music too is a strong stimulator. Right from the infancy music plays an important role in child's development. Every region has its own lullabies for their infants. As children grow older, rhymes, action songs, musical riddles, etc. appeal to them. It is important that every mother makes an effort to learn the existing songs, lullabies, riddles and musical games in their culture and make

use of them in daily life activities like, bathing, dressing, feeding, while putting the child to bed, while the mother is at work and the child is playing nearby.

ECS activities may be based on the traditional child-rearing practices, for example breast-feeding, massaging, cradling or infant games. These are all traditional child-rearing practices but in ECS the educational component is emphasized. For example, when the mother feeds the baby, she may hold him/her close and talk to the baby. Many of the traditional practices and games have strong language and cognitive components built into them, but it is necessary that parents become aware of it, so that they continue to practise them with their children. For example, while the mother massages the baby she and the child are in close contact and interact with each other. The mother plays, smiles, coos and sings and the child responds and experiences physical contact, warmth and security. Massage is said to improve skin and muscle tone of the child.

The early childhood stimulation programme includes a large number of activities that help the child to understand the immediate environment around him/her such as experiences with animals, plants, ponds, rivers and hills.

First hand experiences that help in developing concepts of colour, shape, texture, smell and sound are all emphasized in this programme.

The ECS also lays emphasis on group activities, where children learn to adjust to the demands of the group, to learn to wait for one's turn, to cooperate with other children or to learn to understand other's point of view, so that by five to six years of age these children develop adequate skills and they are able to easily and confidently enter primary schools and cope with the demands of the school.

The early childhood stimulation lays stress on creating an environment which gives children freedom, opportunities and incentives to move and explore. Sensory and motor experiences that arouse curiosity and encourage self-learning are important components of ECS. By manipulating, trying out, exploring, the child learns to solve his/her own problems and thus gets on to a path of self discovery.

Objectives of Early Childhood Stimulation

The main objective of the ECS is to give opportunities to the child so as to enable him/ her to achieve the optimum level of development.

The specific objectives of the ECS are :

1. To ensure the healthy development of the child. It involves providing knowledge to the mother regarding importance of breast feeding, immunization, ORT, weaning foods, low-cost nutritious food and growth monitoring.
2. To develop in the child basic trust and emotional security. It involves letting the child know that he/she is wanted, he/she can bank on the adult help if anything goes wrong.
3. To stimulate intellectual curiosity in the child and to help him/her understand the world in which he/she lives through giving him/her opportunities to explore, manipulate and experiment.
4. To enhance the language development of the child. It involves letting the child listen to good language, giving opportunities to the child to express himself/herself clearly thereby increasing the oral expression skills.
5. To develop in the child adequate muscular coordination, basic motor skills and good habits of personal hygiene.
6. To develop in the child an awareness of the social world around to make him/her sensitive to the rights and privileges of himself/herself vis-a-vis others and to help in adjusting to the demands of the group.
7. To develop basic values of sympathy, tolerance, helpfulness and kindness.

To sum up, it may be said that the ECS involves activities that parents, family members and teachers or other caretakers do to enhance the development of the child. These activities are by and large based on traditional child-rearing practices. Play, music, games, stories and outings to various places, are essential components of the ECS.

Most important of all, to make the ECS effective a close interactional relationship is vital between the child and the adult as it is the warmth permeating through these relationships that gives meaning to ECS .

CHAPTER 2

Growth and Development

Many a times the terms growth and development are used interchangeably. Both growth and development are processes that begin from the moment of conception. To differentiate growth one may say that growth refers to quantitative changes, that is, increases in size and structure of the body while development refers to qualitative changes in the functioning of the individual. Owing to maturation, changes take place in the body and these changes make it possible for an individual to begin functioning at progressively higher levels. For example, with growth, the child's body muscles, tissues and bones grow and gradually become mature enough to acquire new functions and then under conditions of practice the child develops skills. It is a continuous process and leads to acquisition of newer and newer abilities and takes the individual from lower to higher stages of activity or function.

Growth and development follow some basic principles. Firstly, as mentioned earlier it is a continuous process, what occurs at one stage, carries over to the next stage and influences subsequent growth and development. Secondly, although growth and development are continuous, it does not take place in an even tempo. At some stages it is more rapid and at some other stage it is much slower. For example, during infancy physical growth is most rapid and then it slows down. Thirdly, there are individual differences in development. Although the pattern of development is similar for all children, each child grows at his/her unique rate. Thus, one child may begin crawling weeks before another child of the same age. Some children develop in smooth, gradual, step by step fashion, while others move in spurts. All children do not therefore, reach the same point of development at the same age. Fourthly, although, growth patterns are not uniform from child to child, yet they all follow a predictable and orderly pattern in their own way and rate. All children follow a similar development pattern with one stage leading to the next, for example infants stand before they walk, and children babble before they speak a

meaningful word. Lastly, it is important to understand that in growth and development, it is the total child that is involved. For example, growth in an average child is accompanied by changes in interests, attention, mental abilities, friendships, and so on.

Though individual grows and develops as a whole, for the purpose of study and convenience, we may categorize it into different aspects such as (a) physical and motor development, (b) language development, (c) personal-social, development, and (d) cognitive development.

Physical and Motor Development

As the body grows, new tissues and structures emerge, differentiate and specialise in function. Physical and motor development involve the changes in the body and the development of precision and control over muscular function. At birth, the child is a helpless being but step by step, the child acquires control over his/her muscles and learns to hold his/her head, to sit up, to use his/her hands and fingers, and gradually to stand and walk.

During infancy the growth is rapid and it follows a predictable and orderly pattern of development. Firstly, it takes place in a head-to-foot sequence. Accordingly, infants gain control over their head first and then neck, trunk muscles and then the leg muscles. They learn to use their arms before they can control their legs.

In the second sequential pattern, development occurs from the centre of the body to the extremities. First, the baby can control his/her trunk, then his/her arms, hand and later fingers.

In the third pattern of physical and motor development, the baby's physical responses move from general or global movements to controlled and specific movements, in other words, from gross to fine and more coordinated movements.

Language Development

Language is acquired with amazing rapidity, particularly after children speak their first words, usually around the end of the first year. However, in order to talk and communicate children first need to hear adult speech and be given opportunities to produce the particular sounds in their language as adults do

New borns can differentiate speech from other sounds in the environment and respond to it differently. They can distinguish from their mother's voice that of others. From birth on, infants produce a variety of sounds. Parents can very often identify their young infant's cries of hunger, pain, greeting and surprise. By the end of second month, infants begin to smile in response to mother's smiles and talk. By around third month, the child begins cooing and gurgling and gradually by sixth month this develops into what is called babbling or pre-speech sounds. While babbling, the child repeats two-letter sounds like ('ba-ba', 'ma-ma', 'da-da'), and so on. Babbling grows in variety and quality from six to nine months just before the child's first words. By this time child also begins to communicate by gesturing, pointing and signaling by gazing at the adult. Gradually random sounds give way to words, at this stage children use one-word sentences accompanied by gestures, to express their thought, needs, feelings, referring to both object and action. For example, the word 'mama' may refer to calling the mother, or showing the mother something or asking something from the mother and in other circumstances it may mean 'where is mama?', 'mama' has gone out.

By the middle of second year, the child begins to link words together in 'two-word' sentences. The sequence of the words follows that of adult speech, but the intermediate words are missing. For example, 'see dog', 'mama gone', 'more milk', 'my doll', and so on.

As gradually children interact with adults, they begin to develop a sense of grammar which gives their speech more precision. So, during the third year, the child learns to combine words by using rules of grammar which help him/her to express different meanings. At this stage the child speaks several short sentences in a row to communicate or use words like 'and'. The child begins to use 'question words', like when, where, what, why, who and which and learns to use past tense.

Gradually the child learns to speak long and complex sentences with elaboration and by five to six years of age the language, i.e. the speech of the child becomes adult like with increased vocabulary and use of long and complex sentences.

Personal and Social Development

Infants respond to other people from the very beginning. By the age of one month, they react to voices and are particularly attentive to faces. Sometimes

between two and three months they begin to smile at other people. By the time the infants are around six months they show clear attachment to a particular person in the environment, usually the mother. Within a month or two after this they show attachment to other people in the family such as father, brothers, sisters, and grandparents. This development of attachment creates a feeling of safety and security in the child particularly when the child explores the world and experiences unexpected events. This can be seen when the child comfortably plays with a stranger, as long as the parent is present, but as soon as the child feels threatened or experiences uncertainty, the child quickly turns to the mother or father. By learning to love and trust their parents, infants are able to form other social attachments and relationships.

By around one-and-a-half to two years of age the child shows interest in other children, but is unwilling to share toys and objects and play with other children. By two years of age, the child engages in parallel play, with other children around, that is playing side by side in their own way. At this stage the child seems to be more engrossed in objects rather than each other, so that the interaction among them is occasional and brief. Later around three years of age the child becomes aware of himself/herself, identifies self and others as girl or boy on the basis of clothes, hair and voice. The child becomes more independent and aware of his/her abilities. The child likes to do things on his/her own, try out new things and gain mastery over tasks by repetition. Now the child begins to relate to people and children outside the immediate family and engages in what is called associative play. Now at play two or more children play together, with the same objects, they respond to each other, but each child plays in his/her own way. Gradually children begin to play together, share playthings, ideas, organise games, and work towards common goals. This kind of play activities reflect the child's growing capacity to accept and respond to ideas and actions, to share and cooperate and to take turns.

Cognitive Development

Cognition means knowing. It is the process of learning and understanding. It encompasses all mental life and includes imagery, perception, thought, reasoning, reflection and problem solving. Cognitive development, therefore, refers to the development of intellectual skills.

During the first two years, the child's cognitive growth is based on sensory and motor actions. The child gets information about the surroundings through

the five senses and the child's inborn reflexes. The child gets attracted to variations in sound, movement, colour, in the environment. The child follows objects with his/her eyes and looks for the hidden objects where they were last seen. The child begins to understand the basic cause and effect relationships such as crying attracts mother's attention, or moving a toy will produce sound

Around two years of age, the child's imagination starts to develop. The child indulges in pretend play, uses symbols for other objects or people. The child may use a box as a bed or a table, may move any toy and use it as a cart. The child also reproduces actions seen earlier and may imitate someone like making a doll sleep, just like the mother puts the child to bed, or acting like a dog by making similar sounds and movements. The child also acquires language skills. Words and labels help the child in remembering, thinking and problem-solving.

With the development of imagination and language the child is now able to identify objects and things in pictures. On the basis of experience the child now understands that certain events are repeated regularly like day and night. The child develops the concepts of time in terms of morning and night. Pre-number concept begins to develop for example the child understands simple things like big & small, more & less, tall & short and then number concepts like two eyes, one nose, and so on. This lays the foundation for further number skills such as counting, addition and subtraction with real objects.

By around six years of age, the child's ability to organise objects and ideas into useful categories develops. The child groups objects on the basis of their shape and colour like they are able to separate red and green colour beads, or grains and pulses of different shapes and sizes. This classifying and organising objects and ideas is fundamental prerequisite for mature reasoning.

The child at around six year of age, becomes more systematic, organised in his/her way of thinking. The child's ability to think becomes more flexible, the child now understands the other person's point of view, is able to put himself/herself in other person's place and sympathise with other person's feelings, for example feeling sympathetic when other child is hurt or when other child accidentally breaks a toy.

This change in the way of thinking, organizing, classifying, problem-solving is the stepping-stone to the child's later development.

CHAPTER 3

Stimulation Activities for 0-6 month olds

Developmental Rhythm during first six months

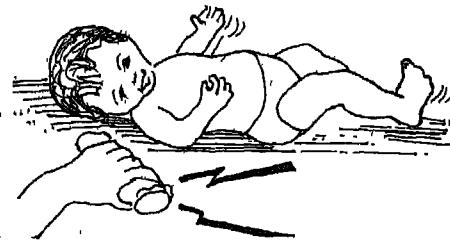
Physical and Motor	Language	Personal and Social	Cognitive
Turns head towards the source of sound, light, or movement	Gurgles and coos. Babbles and makes light, or movement	Cries in hunger or discomfort and gurgles when contented	Can see, hear and taste Is sensitive to pain, pressure, heat, cold, to hunger and thirst.
Kicks arms and legs when lying on back	sounds like 'a-a', 'ba-ba'.	Gets distressed by sudden loud noises but is quietened when picked and talked to, squeals and chuckles when happy and screams when annoyed.	Gets information about the surroundings through these five senses
Lifts chin, kicks and waves arms when lying on stomach.			Gets attracted by contrasts in colour, variation of sound, rhythm
By third month holds head erect and reaches for an object			Gets attracted by movement and changes in environment.
By fifth month, rolls over when lying on back.		Recognizes mother and members of family.	
By sixth month, holds object and transfers it from one hand to another and starts to sit without support.			

Activities for Motor Development

- * Shake a rattle in front of the child or clap your hands above the child's head to make him/her lift his/her head to look up. Move the rattle from one side to another. Let the child follow the sound with his/her eyes.

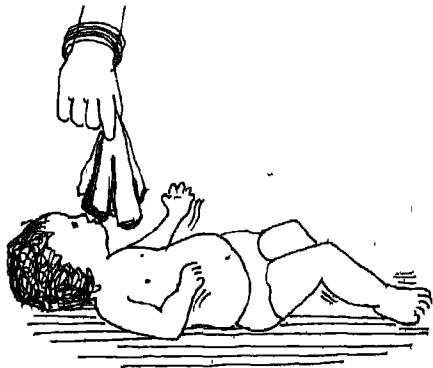
A rattle can be made by putting few pebbles, beans, sand, buttons or broken bangles into a clean and empty cardboard box, tin or a plastic container with a tight lid.

- * Hold a brightly-coloured object or a coloured cloth ball or a soft toy, in front of the child. When the child is looking at the object, move the object to one side and let the child follow the object with his/her eyes.
- * Hold a coloured object, a soft rattle with handle in front of the child. Let the child hold the rattle and shake it.

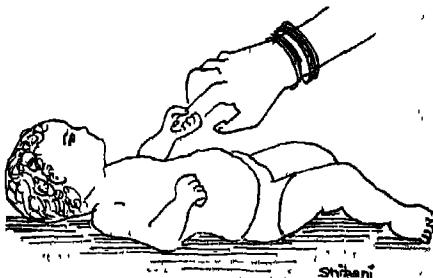


The object/toy should be cleaned and washed regularly. It should be attractive, and the edges should be rounded.

- * Cover the child's face with a cloth and immediately remove it and say 'a-ha' or something similar. The child will respond by kicking his/her arms and legs.



- * Bring one finger of your hand near the child, the child will try to hold it.



- * Move your fingers and gradually bring your hand near the child and tickle the child. The child will respond by smiling and moving his/her limbs.
- * Encourage the child to roll on his/her stomach. Shake a rattle and talk to the child, encourage the child to look up.

If the child is able to hold his/her head in this position, give the child some soft toys to play, hold, grasp and suck.



- * While massaging the child, move the child's arms and legs in a playful exercising way, as though you are making him/her exercise.



Activities for Language Development

- * Hold the child in your arms with support at the child's neck-head region. Talk to the child.
- * When the child makes sounds, talk to the child as if you are answering. Imitate the noises and sounds made by the child.
- * While attending to the child sing and talk to him/her. Even if the child does not respond, continue singing and talking.



- * Use the child's dressing time, time before sleep to sing songs and lullabies.
- * While you are at work and the child is playing nearby, talk to the child.
- * Hold the child in your arms, move around and show him/her objects and things around and name them.
- * While playing with the child use simple repetitive words which the child is able to follow and imitate, like 'Da da.. 'Ba ba... 'Na na... 'Pa pa...

Activities for Personal-Social Development

- * Attend to the child when he/she cries. Hold the child close to you or on your lap, give love and affection and a sense of warmth through physical contact.



- * Move the child to the rhythm of a lullaby or rock the child to and fro when upset.
- * Breast feed the child. While feeding stroke, sing and talk to the child. Have eye contact and smile at the child frequently.

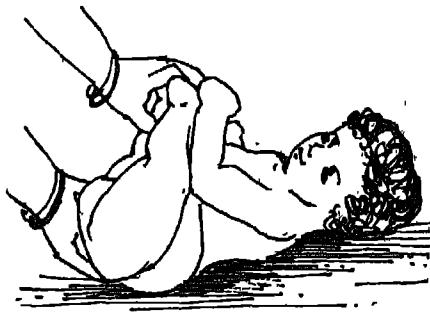
After each feed hold the child on your shoulder and stroke his/her back to help the child to burp.



When the child is 4-6 months old, supplement the child's diet with fruit juice, 'Daal', rice or vegetable soup, semi-solids like well-cooked, mashed 'Daal' or 'Kichri', mashed banana mixed with a little milk or curd, 'Suji'-porridge or 'Dalia'. Introduce the new foods gradually, one at a time and in small quantities.

- * While introducing weaning foods to the child do not force feed the child. Sing and talk to the child and feed in a playful manner.

- * As far as possible adhere to some routine regarding bathing, sleeping and playing.



- * Attend to the child when he is wet or soiled.

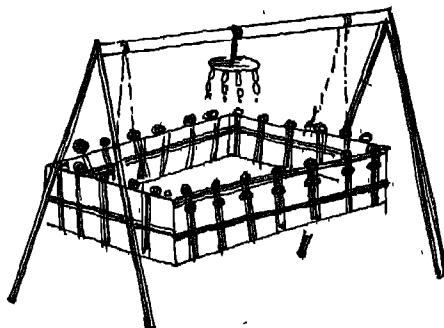
- * Give the child opportunity to be with other members of the family. Ask the family members to hold the child and play with him/her.
- * Respond to smiles and cooings, play cuddling and feeling games.



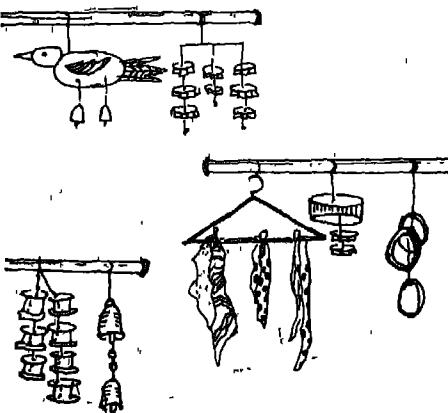
- * Take the child for a walk in the pram or in your arms and let the child look around.

Activities for Cognitive Development

- * Place the child in a wide bottomed cradle. Let him/her watch the outside world. Hang pictures like those of human faces, coloured papers and coloured wooden objects over the cradle.

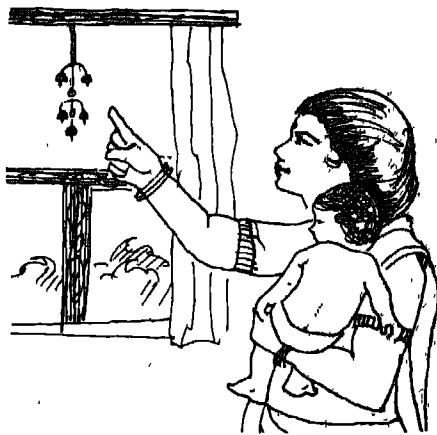


- * Make mobile toys using paper, cardboard, cloth (attach some bells, rings, beads, bottle caps etc.) which make a sound when they move. Hang these near your child so that he/she can hear and see them. Blow them to make them move.



- * Change the place of the cradle, sometimes during the day, from one room to the other, near a window, or the open spaces/ places in the house like the open verandah or courtyard.

- * Give the child coloured and soft blocks or rattle to play with. Let the child explore by sucking, grasping and shaking them.



- * Walk with your child in your arms around the house. Let the child see the things around and get familiar with them.

CHAPTER 4

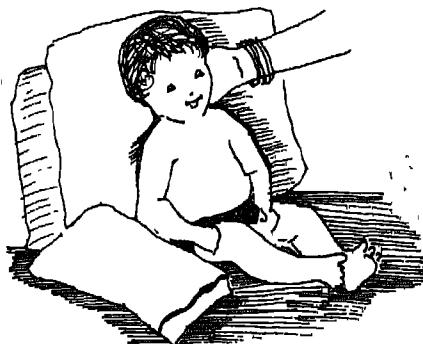
Stimulation Activities for 6-12 month olds

Developmental Rhythm during first six months to one year

Physical and Motor	Language	Personal and Social	Cognitive
Grasps cup in both hands.	Makes noises constantly and repetitively like 'ma-ma', 'da-da'.	Recognizes known people	Tries to retrieve object that was dropped.
Holds, bites and chews food.	Speaks a few simple words by the end of first year	Turns when called by name.	Finds hidden objects by looking at the place they were last seen
Holds small objects like buttons, coins, pebbles between thumb and finger	Understands simple commands like 'no-no', waves 'ta-ta'.	Cries if other child gets attention.	Generalizes events, for example thinks that all four legged animals are dogs or all things that fly are birds.
Holds more than one object in hand		Turns away from strangers, offers arm or leg for dressing.	
Crawls and pulls self to standing position.		Gets distressed when mother leaves room or home	
By the end of one year begins to stand and walk with support.			

Activities for Motor Development

- * Hold the child in your lap in a sitting position. Make the child sit propped up with pillows.



- * When the child starts to sit, give him/her toys to hold and play with. Let him/her pick up different objects, using one or both hands.



- * Give the child a biscuit or something similar to hold, suck and eat on its own.



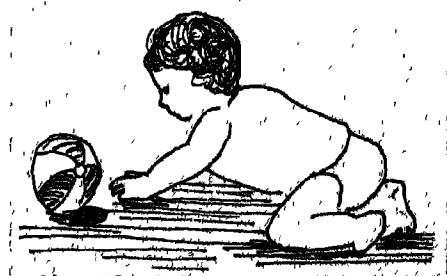
- * While the child is sitting, hold a cup or a small glass of water with some water, juice or milk in it and help the child to sip from it. Feed the child semi-solids and solids while the child is sitting.



- * When the child is lying on the stomach, hold a toy in front of the child. Get the child's attention and let the child reach for the toy. As the child reaches for the toy, move it a little further so that he/she tries to move forward and get it.

Move the toy just a little away, so that the child tries to push up on his/her hands and move towards the toy.

- * When the child starts to crawl, put an attractive toy or a ball just in front of the child; as the child moves towards it, move it or roll it over just a little further. This will encourage the child to crawl forward.



- * When the child starts crawling give him/her toys to push around on the ground.



- * Put the child on the ground, and place some toys on a low stool or a box nearby. The child will try to hold the box and stand, to reach for the toys.

- * Once the child is able to stand with support, hold his/her hand and encourage him to walk. You can also use a walker, or a low stable stool which the child can push and walk.



- * Play clapping games with the child associated with closing and opening of fingers, like the twinkling of stars or the fluttering of a bird's wings, the child will follow.
- * Games like putting the child on your feet and holding the child's hands, rocking and singing to the child, makes the child very happy.

Activites for Language Development

- * Use the child's dressing time, time before sleep, to sing songs, lullabies and show pictures.

Talk to the child while you are busy at other work such as cooking and washing. Talk to the child while attending to him/her while feeding, playing and bathing.

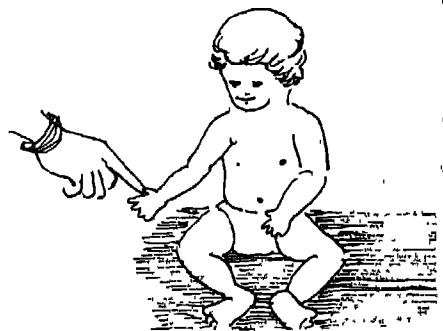


- * Encourage the child to utter simple words like - papa, mama, baba, dada and repeat continuously what the child utters.

Respond by talking when the child babbles.

- * Take the child for a walk in your arms or in a pram, point out the things and people the child can see. When you show the child an animal make the sounds that the animal makes.
- * When the child tries to speak and name things, encourage him/her by smiling, repeating the name after the child speaks and by hugging.

- * Seat the child on a mat in a safe place and play with him/her referring to his/her fingers as five eatables, touching and counting them, then proceed up to the child's belly while telling a story.



- * Speak to the child in short, clear and single sentences. Pronounce words carefully, speak using intonations and stress to convey meaning. Use simple words so that the child follows.

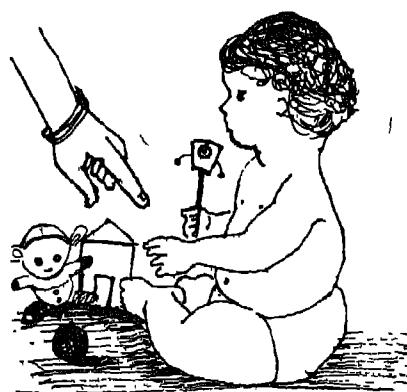
Some children learn to speak early, some a little late. When children learn to speak, the words are not clear. They may also make-up some words or speak half-words.

Activities for Personal and Social Development

- * Hug the child, hold the child close to you, show that the child is loved.
- * Attend to the child when the child is hurt, sleepy, wet or hungry.

Continue to breast-feed the child, if possible.

- * While feeding, talk to the child, you can make-up simple stories about the spoon, bowl and foodstuff. Like 'put rice in the bowl and then put 'Daal' in the bowl also add a little 'Palak' and mix it well, and then say 'when my baby eats this he/she will become big and strong.'
- * Sit and play with the child and his/her toys. Simple finger games and tickle games are great fun to children.
- * Make the child familiar with all the family members and the relationship to the members like 'nana' 'dada', 'chacha', 'mausi', 'baba'.
- * Make the child familiar with all the objects in the child's immediate environment which the child sees every day like – door, table, glass, light, bed, and so on.

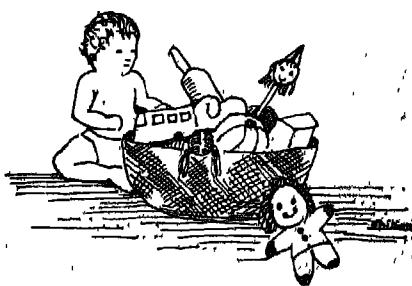


- * Take the child along with you when you go for shopping or visiting people so that the child gets used to other people and different surroundings.



Activities for Cognitive Development

- * Cover your face with a piece of cloth or with your hands and play hide-and-seek with the child.
- * Hide a toy behind you and encourage the child to look for it.
- * Give the child a box or a basket with small toys and objects to play with. Gather up and put the toys into the basket when the child throws them. The child will also learn to take out and put back objects in the box or basket.
- * Take the child outside the home.



Give the child clear and safe objects like utensils, rubber ball, empty and clean plastic containers of oil, cream, oil, rattles, dolls made of cloth, containers with lid to play with.



Show him/her the sun, moon, stars, animals, birds and other things in the immediate environment. While showing a star move your fingers depicting the twinkling of stars. Similarly, while showing a dog, name the dog and bark like a dog. This makes things interesting for the child. You can refer to these things by movements and names while playing with the child at home.

- * Expose the child to various sounds like - breaking of wood, falling of a metal plate, falling of wooden utensils, sounds of animals and birds, ringing of a bell, and so on.

CHAPTER 5

Stimulation Activities for 1-2 year olds

Developmental Rhythm during 1-2 years

Physical and Motor	Language	Personal and Social	Cognitive
Learns to walk without support and by two years can run about.	Has a vocabulary of about 50 words.	Uses name to refer to self.	Recognizes and remembers previous events, for example, a toy seen earlier when shown again is recognized.
Climbs stairs with support.	Uses two-word combinations like 'drink water', 'give a few words accom-biscuit', 'mama panted with action.	Participates in songs and rhymes by uttering 'drink water', 'give a few words accom-biscuit', 'mama panted with action.	
Pulls and pushes boxes and toys.	gone', and so on.	Obeys simple commands and follows simple instructions.	Treats an object as if it was something other than it is, for example, may use any container or bottle cap like a cup.
Drinks water from the cup unaided.	Identifies and names things and objects in the environment.	Responds to other children by smiling and imitating. Is possessive over toys.	Understands some cause and effect relationships. for example, shaking of a rattle produces sound
Holds a pen or chalk in the palm of the hand for scribbling.		Unwilling to share toys, may even protest or cry, if the child is asked to share toys.	
Picks up tiny objects such as grains, seeds, beads		Expresses need to use toilet by two years	

Activities for Motor Development

- * Encourage the child to walk, place the child standing with his/her hands on the wall, hold a rattle, a key or any attractive object and urge the child to come and get it.



- * Hold the child's hand and encourage him/her to walk holding your hand.



- * Give the child toys to push, like a small cart. Allow the child to push low tables, stools and chairs around the house

- Hold an attractive colourful toy and call out to the child, urge the child to walk towards you for the toy. When the child takes his/her first steps, reinforce the child by smiling, clapping and hugging the child



There is a wide variation regarding the time when a child starts to walk; some children start walking at around nine months and others may start walking only at one-and-a-half years of age.

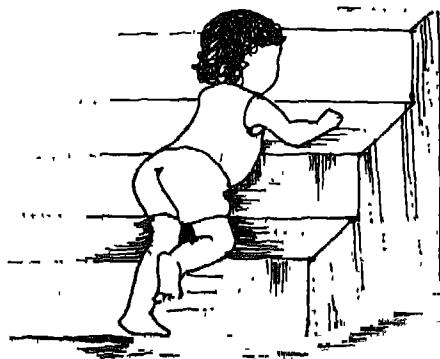
- When the child starts to walk, encourage him/her to walk more, by changing your location and calling out to the child again
- When the child can walk easily, give him/her toys to pull like a cart made of wood with four wheels that can be pulled with a string.



- * Drop/place some attractive toy on the floor, near the child, urge the child to pick it up; you can demonstrate by bending down in front of the child. Again, drop some object near the child, the child will bend down to pick it up.



- * Place an attractive toy on a low box or chair, encourage the child to climb up and climb down the box.



- * Take the child near the stairs, allow the child to climb stairs in a crawling position. Follow the child closely to avoid him/her from falling.

Take the child out for a short walk outside the house, let the child walk on his/her own. When you take the child for a walk allow the child to stand now and then to observe and study the surroundings.

Play jumping games with the child, place the child on a low box. Say, one, two and at three, hold the child and make him/her jump down.



Encourage the child to run. Run after the child and the child will run further, faster and in excitement

Allow the child to explore the surrounding, open spaces, natural objects, building materials and other things around, involving activities like stepping over stones, climbing on and over logs, stairs, stepping across boundaries, running up and down slopes, sliding on planks or running through

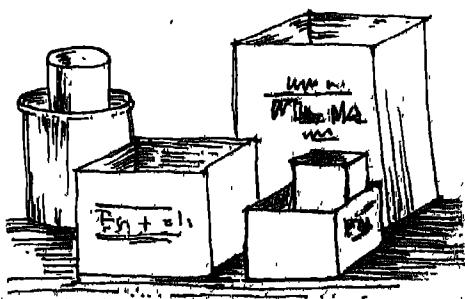
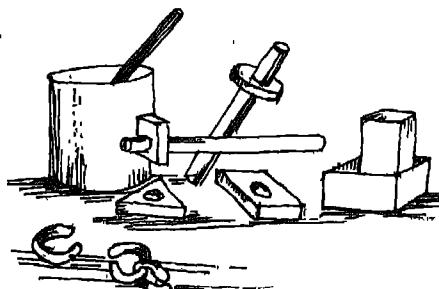
cement pipes and so on. However, be careful that the child does not hurt himself/herself.

Give the child a basket or a small box/tin with 10-12 small objects in it. Encourage the child to take out/spill out all the objects and then place them back into the tin.

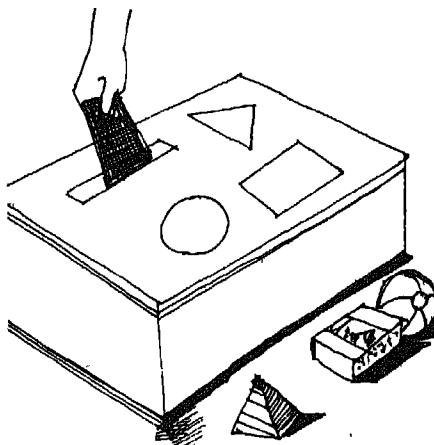
Give the child a small plastic container with a lid, show the child how to open it and close it. Encourage the child to do the same by using both the hands

Give the child a few manipulative toys, which fit into one another and which can be dismantled such as a stick and few round and square objects with a hole in between. Encourage the child to fit the round and square objects on to the stick.

Collect three boxes/tins of different sizes. The boxes must fit inside each other. Show the child how to put the smaller one inside the larger one



- Take a box with a lid. Make holes of different sizes and shapes in the lid. Give the child a few small objects. Let the child insert the objects into the box through the holes. Once the box is full, show the child how to open the lid and empty it out.



- Give the child opportunities to use his/her hands alternatively by keeping objects on either side of the child. Ask the child to pass on the objects to you.
- Allow the child to play with sand and water or mud and water. After the child plays in sand or mud, wash his/her hands with soap and water



- When feeding solids, encourage the child to eat on his own, with or without a spoon.



- * Give the child a cup or a small glass with very little water. Encourage the child to hold the cup with both hands and drink the water on his/her own.

Activities for Language Development

- * Sing short and simple songs with hand movements, such as a song about the birds accompanied by movement of hands (like the fluttering of wings), the child will follow and learn the song, initially starting with just one or two words of the song.



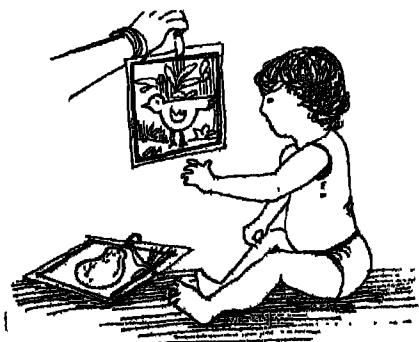
- * Show and name the body parts to the child. Ask the child to indicate his/her body parts, like head, nose, eyes, hands, start with one part at a time. When the child learns one, proceed to the next. Repeat this exercise till the child has learnt all the major parts.



- * Talk to the child frequently by asking simple questions like 'do you want to drink water ?' and by giving short and clear instructions like 'come here'.
- * Encourage the child to use words to express needs. When the child wants something but only shows it through gestures, respond by verbalising; for example; if the child wants to go out and pulls you towards the door, verbalise by saying 'Oh !' you want to go out, okay, let us go'



- * Teach the child to identify and name different animals, birds, trees, and so on, by showing and pointing towards them and also by imitating the animal movement and sound.



- * Show the child large pictures of babies, birds, animals, fruits and help the child to identify and also talk about them.

- * Encourage the child to talk to other children, adults and visitors. Also, expose the child to speech by letting him/her to listen to conversation around him/her or the radio.
- * Ask questions, encourage the child to ask questions and respond to the questions.
- * Reinforce special events like first words, new words and word constructions.

Pronunciation is connected with physical maturity and so children take time to master all the sounds. If the child conveys meanings in grammatically incorrect forms, accept them. But be a good model and use correct speech.

Activities for Personal and Social Development

- * Encourage the child to interact with all the family members and regular visitors to the house.
- * Encourage the child to greet the visitors by saying 'Namaste', or using other normal social forms of greeting and to talk and play with them.

- * At meal times, spread a mat on the floor. Make the child sit there, give him/ her food in a bowl/plate. Encourage the child to eat on his/her own, using his/her fingers or by holding a spoon. Give the child water (a little at a time) in a glass and encourage the child to drink on his/her own.
- * Do not always play with the child. Encourage the child to play on his/her own with toys, utensils, basket, sand and water and so on. Just watch the child so that he/she does not get hurt, or does not put anything undesirable in his/her mouth.
- * If there are other children at home or in the neighbourhood, encourage the child to play with them. Take the child to a park, where there are other children of the same age-group. Allow the children to interact and play, while you watch, to prevent anyone from getting hurt.
- * Take the child along when you go for shopping, show the child things and people around on your way and at the market, like - a bicycle, a fruit vendor, fruits and vegetables, and other things of daily use which the child sees and are being used daily.



- * Encourage the child to interact with other people at home and call them indicating their relationship like 'Papa', 'Dada', 'Baba', 'Dadi', 'Nana', 'Chacha', and so on.
- * Praise the child for any successful effort like holding a bowl, climbing a low stool and for following simple instructions.
- * Start toilet training of the child. Ask the child to tell you when he/she wants to use the toilet. Ask the child a few times whether he/she wants to use the toilet. Take the child to the toilet or to the field outside. Wash the child after he/she has been to the toilet.

Activities for Cognitive Development

- * Allow the child to play in sand, making holes, hiding his/her fingers in the sand. Give him/her a few containers, sieves, funnel, spoon to fill the sand and play. Keep the sand moist and provide sticks, flowers, leaves, pebbles, seeds, shells for playing.

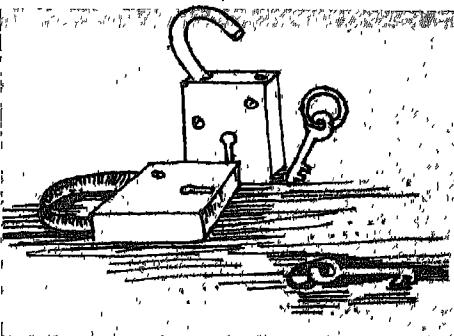
Take care that the child does not throw sand in his/her mouth, eyes, nose or on other children.



- * Allow the child to play in water. Give the child, a few containers or vessels, in which the child can fill water and throw around. Encourage the child to move his/her hands in water.



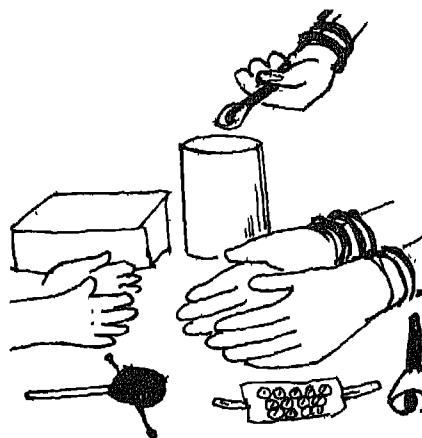
- * Give the child a lock and key and allow the child to insert key into the lock, and play with them.



- * Allow the child to open and close a tap, similarly switch on and off a light switch or to manipulate some knobs. Be near the child so that he/she does not hurt himself/herself.

Ensure that all plug points are sealed with tape or otherwise ensure that there is no open/loose wiring which could be a source of safety hazard.

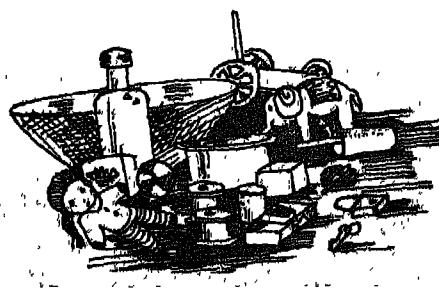
- * Clap your hands together in rhythm and urge the child to imitate. Then take a rattle, two spoons, two wooden toys, one match-box (half filled with small seeds) and show them one by one, strike them to produce sounds. Encourage the child to imitate you. Talk about the objects and the noise they make like 'Ton-Ton' 'Tha-Tha', 'Tin-Tin', 'Chic-Chick'.



- * Involve the child in symbolic play. Take a few blocks or match-boxes and arrange them like a bed/table. Take a cloth doll, pretend to feed the doll and put the doll to sleep. Make the doll sleep on the bed constructed. The child will play with you and then construct things and play on his own.



- * Give the child a large enough basket or a cardboard carton, to keep his/her toys. For toys give the child empty plastic bottles, containers/tins of different sizes, home-made rattles made from plastic bottles filled with pebbles and closed tightly, a container or box with lid, paper or cloth balls, some small wooden or steel utensils like-small



pots, pans, mugs, spoons – for making sounds or some used cotton reels, bamboo sticks, locks and keys, etc.

- * Let these things be child's own for play whenever he/she feels like. Allow the child to use these toys in whatever way he/she likes.

Ensure that :

- the toys and objects are not so small that the child can swallow them, like buttons and small pebbles.
- the toys do not have sharp edges which may hurt the child.
- the toys are not too heavy which on falling, may hurt the child.

Keep the toys clean by washing them regularly.

CHAPTER 6

Stimulation Activities for 2-3 year olds

Developmental Rhythm during 2-3 years of age

Physical and Motor	Language	Social and Personal	Cognitive
Walks erect, runs, jumps from boxes and steps.	Speaks long sentences. Joins sentences by using words like 'and'.	Helps in dressing and undressing. Feeds self and handles spoon.	Reproduces action seen previously. Pretends while playing, i.e., uses objects as symbols for other objects or people, for example, may act and pretend to be father or mother, may use a few blocks joined together as bed.
Climbs stairs unaided. Stands on one foot for a second, hops, jumps.	Understands and uses prepositions like in, on, under, behind, front.	Washes hand, feet and face independently.	Identifies objects, animals, fruits and vegetables and other objects in pictures.
Plays games like throwing and catching ball. Is able to fit toys together.	Answers where, who and what questions. Names body parts and sings small and simple rhymes.	Expresses needs. Uses a specified place for toilet. Greets people by doing 'Namaste', etc. Interacts with other children and plays alongside other children but with different toys.	Interacts with other children and plays alongside other children but with different toys.

Activities for Motor Development

- * Hold the child's hand and help him/her to walk up the stairs and then down.



- * Play a game (water on the ground) with the child, where you both walk on tip toes, keeping your arms over your head. Then walk on tip toes with arms out to the side and down.



- * Draw five lines on the ground two feet apart and encourage the child to jump with you over the lines drawn on the ground.

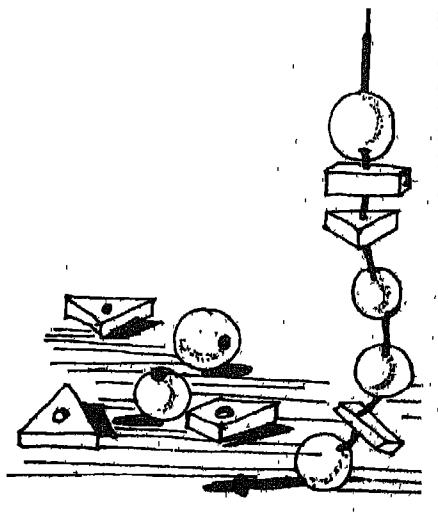
- * Place the child five feet away from you, then throw a ball to him/her to catch. Ask the child to throw the ball back to you.



- * Keeping the child a few feet away from you, give him/her ball to kick towards you and you kick it back.

- * Place the child on a step and then ask the child to jump down.
- * Play running games with the child by chasing the child and then the child chasing you in turn.
- * Tie a rope across. Then ask the child to go under the rope, gradually bring down the rope till the child crawls to go under it.

- * Allow the child to ride a tricycle, if available.
- * Encourage the child to dance in rhythm to music or a beat or a song sung by you, accompanied by music/beat or clapping etc.
- * Give the child modelling clay to play with and manipulate.



- * Give the child a thick string and pieces of coloured thermocol or cardboard with holes, to string.
- * Give the child paper or a slate and crayon pencils, chalk or charcoal to scribble and indulge in free-hand drawing.
- * Give the child a stick and encourage him/her to draw on moist earth or sand.

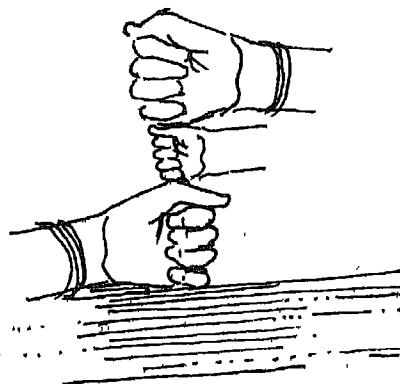
Activities for Language Development

- * Encourage the child to use words instead of gestures or movements to indicate what he/she wants by putting into words, what the child wants to communicate.
- * Name the parts of the body of the child while bathing, feeding or dressing him/her. For example, when you are looking at the child say 'I see two big eyes', look at the child's eyes and move closer to them. Similarly say 'I see a nose', touch the child's nose. Then ask, 'where is your nose ?' induce him/her to respond. Do the same with the eyes, hands, ears, chin, arms, legs, feet, mouth, chest etc. Play a game 'touch your head', now 'touch your feet' and so on. At first touch your own as you give the instruction and then gradually encourage the child to respond.
- * Tell the child small interesting stories about children, dolls and animals. Show pictures alongside and satisfy the child with answers whenever he/she asks. Narrate stories using fingers, hands, body and the head movements. Stories which have elements of rhyme and repetition interest the child.



- * To make the child happy sing short and simple songs and encourage the child to repeat them.

- * Play simple games. For example, ask the child to close his/her fingers of both hands, you also do the same, keep the hands one upon another, sing a song and shake your head to the rhythm.



- * When talking to the child speak clearly and slowly using simple and complete sentences along with appropriate gestures and intonations.

- * Talk to the child frequently and ask questions about his/her needs, his toys, his likes or on the story you have just narrated or while you are still narrating it.

- * Listen patiently when the child is talking, telling you about something, someone or explaining something or narrating an incident or story.

- * If the child is unable to pronounce a word correctly, try and correct him/her, if he/she is still unable to

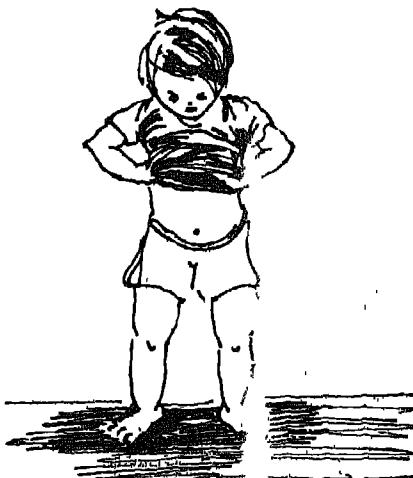
pronounce it correctly do not put pressure or strain, let him/her continue to say it the way he/she is able to, but when using the word yourself pronounce it correctly. Take the child in your lap and read aloud simple picture-story books. Point out the relevant pictures to the child.

Activities for Personal-Social Development

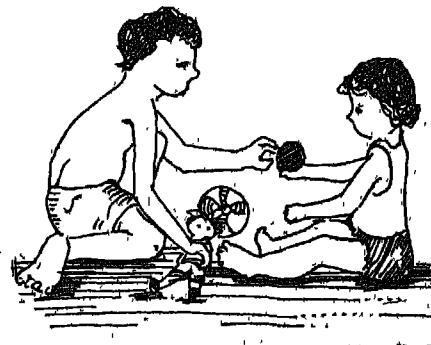
- * Encourage the child to use the toilet or to defecate in one specified area. Make the child wash his/her hands and legs after using the toilet.

Encourage the child to dress and undress on his/her own. It is easier for the child to undress. While dressing the child get him/her to cooperate by extending arms and legs as required.

- * Encourage the child to feed himself/herself on his/her own and handle the plate, bowl and glass.
- * Allow and encourage the child to help you at work, like getting a glass of water or keeping a book on the table. You can also let the child help you in putting clothes in the bucket when you are washing them, and then keeping the dried and folded clothes at a proper place.



- * Praise and encourage the child when he/she does the above chores.
- * Take the child along when you visit relatives and friends. Talk to the child about his/her uncles, aunts, grandparents and cousins. However, never force the child to sing songs, or a poem in front of visitors.
- * Take the child for a visit to a park, market, field, pond, river side, farm, zoo, etc. and talk about these places.

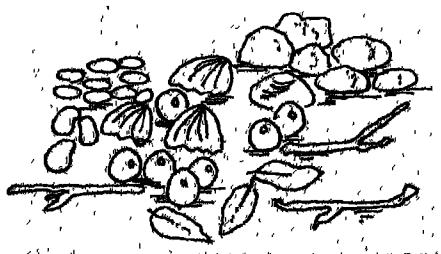


- * Encourage the child to play with other children in the neighbourhood or in the family.
- * Encourage the child to share his toys, things, and food with others.
- * Do not put too many demands on the child, like 'come here immediately,' if the child is engrossed in some other thing, give him/her time. A little patience will help in making the child cooperate.

- * Have few and simple rules and be firm that they are followed. For example, if the child asks for a knife, refuse it and be firm about it. Also, give a reason and explain it to the child.
- * When the child throws a tantrum, by yelling, rolling on the ground and hitting his head, pick the child, sit in a quiet place, calm the child, talk to the child and divert his/her attention. If the tantrum still persists, leave the child alone for some time until he/she quietens, and then soothe and comfort him as soon as he/she is in a mood to accept it.

Activities for Cognitive Development

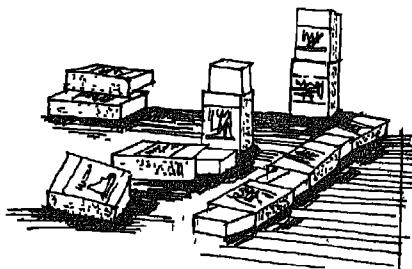
- * Play hiding and finding games and simple games of pretence like being an animal or chugging like a train.
- * Give the child various objects such as coloured seeds, sea shells and pebbles of different shapes and sizes. Encourage the child to play with them. Ask him/her to tell which ones are big and which are small and then get the child to separate the big and the small ones.



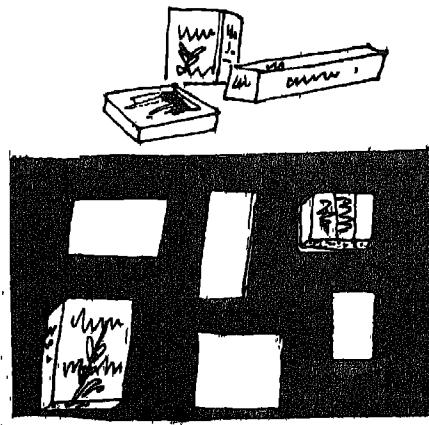
- * Allow the child to play in water. Drop a few objects in the bucket and ask the child to pick them and give them to you. When he/she does this ask him/her whether the object was floating on the water or at the bottom of the bucket.



- * Give the child some match-boxes to play with. Encourage the child to make a small house and its steps, with the boxes and consider it as a house for his/her doll.



- * Draw diagrams of match-boxes, keeping them horizontally and vertically. Give the child empty match-boxes and encourage him/her to place them in the appropriate position.



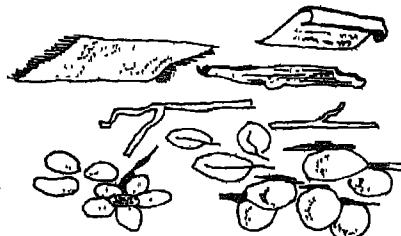
- * Expose the child to various fruits and other food items, their taste and smell, let him/her experience sweet, sour, sweet-sour, bitter, etc. and know how to relate their shapes, appearance to their names and tastes.

- * Give the child things of different textures like a flower petal, bark of a tree/stick, a small pebble or a piece of cloth. Ask the child which is soft and which is rough.

- * Ask the child to imitate sounds and movements of different animals like those of a dog, cow, cat and bird.

- * Take one bead, pebble, seed or such similar objects in either hand and show it to the child. Clench both hands together and shake the objects within. Now holding one object in either fist ask the child to guess which hand holds which object. Sometimes surprise the child by keeping one hand empty.

- * Show the child pictures of animals and other objects in the surroundings. Ask the child to identify them.



CHAPTER 7

Stimulation Activities for 3-4 year olds

Developmental Rhythm during 3-4 years of age

Physical and Motor	Language	Personal and Social	Cognitive
Jumps from a table or other structures of similar height.	Speaks long and complex sentences with elaboration of different parts, for example, 'put my doll there.'	Likes to play with other children by accepting, responding and sharing toys.	Discriminates and identifies different colours
Balances on legs and uneven ground.	'What is that on the table ?'	Interacts with all family members and neighbours.	Participates in elaborate make-believe games.
Walks on toes.	Begins to answer 'why' questions.	Calls known people by name and relation.	Understands concepts high-low, up-down, front-back, sinking-floating.
Strings objects with a large hole.		Is able to undress independently.	Constructs things, like constructing a train using match boxes.
Holds pencil between forefinger and thumb.		Takes up small responsibilities.	Identifies various objects and things in a picture.
Manipulates clay.			

Activities for Motor Development

- * Encourage the child to run towards you from one side of the room/courtyard to the other side, stand a little apart and ask the child to touch you.

- * Wrap, like reins, a chunni or a piece of old saree around the shoulder and neck of the child and hold the ends of the chunni. (as shown in the fig.) Encourage the child to 'gallop' making the sounds of running horse.



- * Encourage the child to walk on an elevated platform which is about 1/2 feet above the ground by providing support, if necessary.

- * Encourage the child to walk and balance on a log lying on the ground. Hold the child's hand, if necessary.



* If possible, take the child to a community park, where there are swings, merry-go-round etc. Let the child play freely. However keep him under close supervision to ensure safety.

* Encourage the child to walk on tip toes by standing about 6-8 feet away from the child. Hug him/her when he/she reaches you.

* Note that the child likes to play with other children, you can gather a few children and play games like catching each other by running. Keep a flower at some distance on the ground and ask all the children to run and get it or walk on tip-toes and get it.

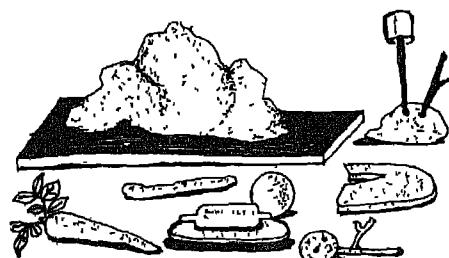
* Give the child a shoe lace or plastic string with a pointed end and some cardboard pieces with a hole at the centre or flowers, beads, buttons etc. Encourage the child to string the cardboard pieces in the plastic string.



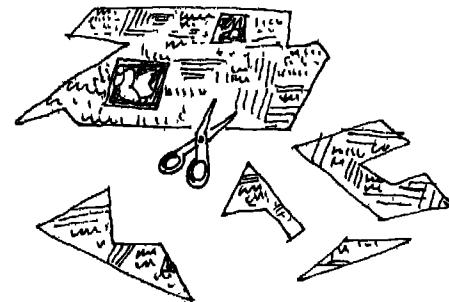
- * Give the child a slate and a chalk or paper and pencil or crayons and let the child scribble and do free-hand drawing.



- * Give the child some modelling clay and guide the child to make shapes like a ball, stick, vegetables and utensils etc.



- * Give the child a blunt pair of scissors and paper and let the child cut the paper in any manner he/she likes.



Activities for Language Development

- * Ask the child to identify and trace various sounds produced in the surroundings, for example, chirping of birds, ringing of a bell, sound of the

train, barking of dog, sounds of washing clothes and utensils.

- * While talking to the child, use simple words, simple verbs, pronouns and adjectives. Also encourage the child to speak correctly and clearly.
- * Narrate simple stories using puppets, mimicry and by modulating your voice. Keep asking questions while narrating a story. Narrate stories about things which the children know and like, such as animals, people and other things in the surroundings.
- * Encourage the child to speak. Let him/her narrate incidents or experiences like what he/she saw when he/she went to the market or what happened when he/she went to the railway station etc.
- * Read to the child from picture books. Encourage the child to browse through the books.



- * Whenever the child asks questions do spend time with him/her, be patient and answer the child's questions as completely and clearly as possible.
- * Make the child speak out his/her name correctly. Encourage the child to tell her/his name, sex, age and address correctly to others.

Activities for Personal-Social Development

- * Call the child by his/her name, talk to the child by using the proper gender.
- * Encourage the child to play with children of his/her age-group. Encourage the child to share his/her things like toys and eatables among the friends and other family members.
- * Talk to the child regarding family members, relatives and neighbours. Encourage the child to mix with neighbours, relatives and friends.



- * Involve the child in household activities, like bringing water, running small errands within the home.

- * Set a routine for the child's toilet activities and try to follow a specific time schedule. Ensure all toilet activities are done in the toilet or at a specified place in case a toilet is not available.

- * Allow the child to take bathe himself/herself by scrubbing different parts of the body and pouring water.
- * Encourage the child to dress and undress independently. If the child is not putting on the dress correctly, let the child try, wait patiently before helping the child.
- * In case you are expecting another baby, prepare the child for the event. Do not ignore the child when the new one arrives. Involve the child in all the excitement connected with the new arrival.



* Celebrate religious ceremonies and other occasions with enthusiasm by involving the children along with other family members.

* Give the child some responsibility which he/she is capable of handling like keeping an eye on the younger sibling while you are busy. This will help reduce sibling rivalry and the child will get the feeling of belongingness, and protectiveness for the younger child.

* Encourage the child by praising if he/she does something worthwhile. Punishment in the form of beating, scolding should be avoided.

* Comparison with other children, siblings or friends should also be avoided.

* Criticism in front of others should not be made.

* When it is time for the child to start going to Balwadi or Nursery School, prepare him/her in advance. Talk to the child about Balwadi and its routine.



Activities for Cognitive Development

- * Give the child opportunities to freely handle different objects in the surroundings.
- * Encourage the child to compare objects by feeling the surfaces and identify them on the basis of touch as hard, soft, smooth, rough and, so on.
- * Encourage the child to tell the taste of what he/she is eating.
- * Talk to the child about the uses and importance of water. Put some salt, sugar, sand, pebbles in different containers containing water and thereby demonstrate that some things dissolve while others don't.
- * Get the child to wash his/her handkerchief and put it to dry in the sun. Talk to the child and let the child see how heat makes the water evaporate from the hanky.
- * Let the child feel wind as it blows away light objects in the surroundings like leaves and paper.
- * Let the child create breeze with the help of small hand fans or by blowing out air on his/her hand.

- * Encourage the child to play 'shop', 'house', 'school', 'health centre', 'bus stop', games with other children. Participate in these games by drinking make-believe tea or water from make-believe glasses, and so on.
- * Let the child feel and compare hot and cold water and other objects.
- * While talking to the child try to develop concepts like high and low, up and down, front and back. For example, while putting on child's dress, say 'this is the front of the dress and this is the back' or say the bird is flying up in the sky and the dog is lying down on the ground.
- * To develop pre-mathematical concepts like big-small, long-short, far-near, before-after and more-less. Talk to the child about them in your daily conversation. For example, let us make a big circle, let us collect more pebbles, we will go for a walk after lunch. While walking tell the child that this tree is tall, this house is big, this lane is narrow, this man is fat, this tree is far. For heavy and light, let the child handle and experiment with different objects that are heavy and light like an empty bucket and a bucket with some sand.

* Talk to the child about different numbers by asking, the number of hands, legs, ears, nose he/she has. Play different games like start running at number three or count up to ten and then jump from the step. Sing rhymes to the child, based on numbers.

* Give the child five to six pebbles in a row. Give him some leaves/sticks and ask him/her to place one leaf/stick with each pebble.

* To develop concept of time, ask the child simple questions such as, 'When does the sun rise?' 'When do you get up ?' 'When does he come back ?' Similarly ask questions regarding the daily routine, like brushing teeth, going to the toilet, bathing, taking meals, playing and sleeping.

* In daily routine show the child different colours like red, green, blue, black and white, colours of real objects. For example, colour of the child's toy, colour of mother's clothes, colour of hair, and colour of a flower, a leaf, etc.



particular object like a card in colour and let the child find the coloured object around in environment.

Let the child identify the colour. Teach some simple colour songs like, 'Come come little child tell me what is red?' 'Apples and tomatoes are red.'

Let the child blocks and encourage the child to play with them by putting them up, arranging them like a building, and so on. Blocks made with cardboard or by putting two match-boxes together.



Present three familiar objects to the child. Ask him/her to close the eyes and hide one item. Ask the child to open his/her eyes and ask which item is missing, child should name the missing item.

Talking to the child ask the child to identify some basic shapes in the environment like moon is round, a brick is rectangular.

Let the child sing simple songs related to shapes.

CHAPTER 8

Stimulation Activities for 4-5 year olds

Developmental Rhythm during 4-5 years of age

Physical and Motor	Language	Personal and Social	Cognitive
Uses brushes, pencil, chalk, charcoal to paint and draw.	While talking uses long and complex sentences.	Helps in simple house hold tasks.	Has the basic concepts of number, i.e., two eyes, one nose, two hands, five fingers, and so on.
Uses scissors for cutting.	Speech is more adult like in terms of pronunciation and sentence formation. Talks and describes events. Is able to give own name, age, address and parents name.	Follows simple rules. Buttons up clothes correctly and puts on shoes/'chappals' correctly. Cleans teeth independently.	Understands the concept of time in terms of today, tomorrow, at night and in the morning. Begins to match similar objects among many objects of different categories on the basis of shape, size and colour. Describes pictures by identifying objects and things and their action.

Activities for Motor Development

- * Encourage the child to jump with feet together, to hop and to skip on alternate feet.
- * Throw a ball in front of the child, ask him/her to catch it. Let him/her throw the ball in front, sideways and backwards.
- * Encourage the child to roll like a ball, to swing like a tree and to perform cycling actions or riding a horse.
- * Teach the child simple dancing steps. Encourage him/her to dance in rhythm as per beats given by bell, drum, ghungroo or beads put in a small tin.
- * Acquaint the child with traditional left/right hand practices and encourage him/her to do so. Like eating with right hand, giving and taking things with right hand and writing with right hand. If the child persists with the use of left hand, leave him/her alone, don't force the child to use the right hand.



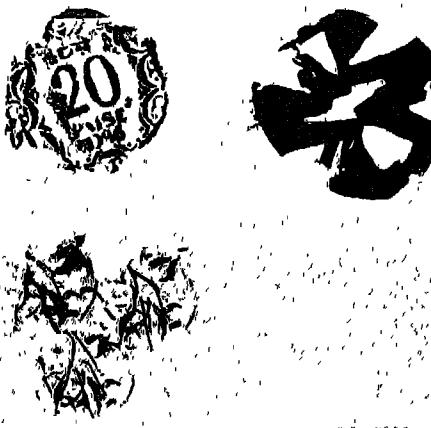
* Encourage the child to comb his/her hair independently.



* Give the child an old tyre or drum or tin to push around, run and play with.

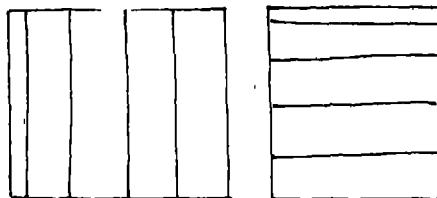


* Give the child opportunities to paint with a brush and water colours. String painting can be taught. Dip the string in colour and keep it on the paper, fold the paper, hold one end of the string and pull it out. Lady's finger or potatoes can be cut in different shapes, then dipped in colour and pressed on the paper to make different block designs.

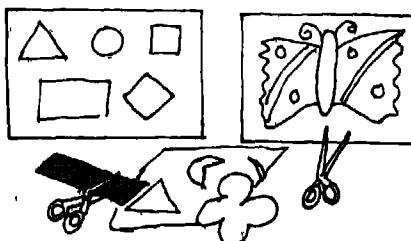


* Imprinting can also be taught. Take a leaf, back side up and place a paper over it, gently rub with a crayon, charcoal or pencil. An impression of the leaf will emerge on the paper.

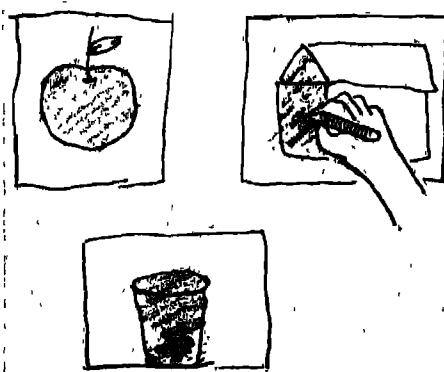
- * Imprinting can also be done by pressing a leaf in between clay.



- * Give the child blunt pair of scissors and paper with simple straight lines. Ask the child to try and cut on the lines.



- * Draw simple shapes and figures like a circle, a square, an apple, a glass, or a house. Ask the child to fill in with colour. Let him/her try to do it within the lines.
- * Cut paper of different shapes/pictures/figures, eg: a banana, a carrot, a rat, a triangle. Draw corresponding shapes on a big sheet of paper and ask the child to paste the cut outs on corresponding outlines.
- * Give the child some tiny seeds like 'Moongdaal' or grains, ask the child to help you pick them and put them back in separate containers .



- * Give the child a plastic container or a bottle with a cap. Encourage the child to rotate and screw open the cap and to close it.



- * Give the child a string or a threaded needle and a few flowers and beads. Encourage the child to make a necklace or a garland.



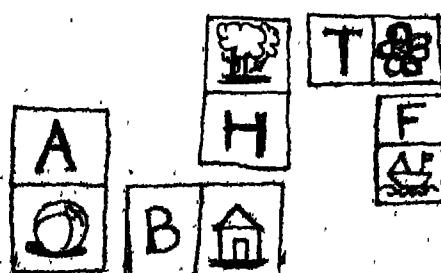
Activities for Language Development

- * Sing simple and easy folk songs with child. Ask the child to sing/recite a song/poem. Listen to it and give beats for the song by clapping or with a 'Dhaphali'.
- * Talk to the child freely. Pay attention to the child, when he/she describes or explains any event,

feeling or experience, by nodding or asking questions to know more about what the child is telling. Show to the child that you are listening to what he/she is saying. Pay attention to the proper usage of words and pronunciation of difficult words, used in the language of the child.

- * Talk to the child about the events of the day, weather changes, plants, animals, insects, about festivals and celebrations.
- * Whenever you are talking to the child, see that he/she uses the right tense, makes meaningful sentences and pronounces words correctly.
- * Narrate stories to the child. With the help of the child makeup stories by adding a few events and episodes in the story.
- * Show the child flowers of different colours. Teach him/her to identify the colour of the flower and tell the name of the flower. Ask the child to recognize these colours on his/her own clothes and the clothes that other people wear.
- * Play colour games like 'Tipy, Tipy, Tap, what colour do you want; etc.

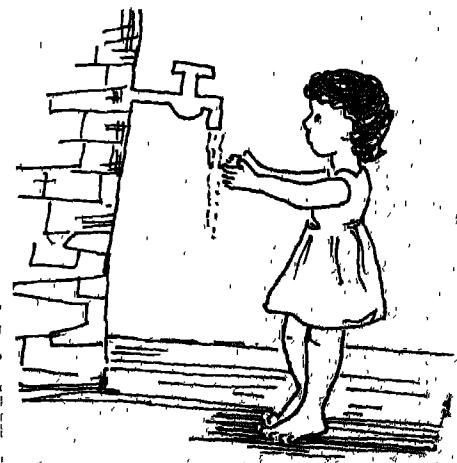
- * Draw attention to objects and actions. Show action pictures and encourage the child to observe the details of these and to talk about them. Ask questions to elicit different answers covering various details.
- * Encourage the child to talk freely to siblings and peers regarding happenings, occasions and events.
- * Encourage the child and his friends to play 'pretend games' like organizing a function and then preparing songs and a small skit, or enacting a small story they had heard.
- * Play word games such as making new words with the same beginning sound. For example if you begin with 'orange' word, the child has to make another word with 'O'. Another word game could be to make rhyming words such as Hat-mat, rat-cat-bat, etc.
- * Encourage the child to play with pictures (picture dominoes). Take empty match-boxes, or rectangular pieces of cardboard divide the card into two parts. On one half write an alphabet and on the other half paste a picture of the object with the name beginning with some other al-



phabet. For example, on one card write the alphabet, 'A' and on the other half draw or paste a picture of a ball. On another card, draw or paste a picture of a ball and write the alphabet 'C' and so on. Take care that each alphabet has a corresponding picture on some other card. Ask the child to match the alphabets with the corresponding picture, by placing the alphabet next to the corresponding picture.

Activities for Personal-Social Development.

- * Pay attention when the child eats, show how different utensils like bowl, plate, spoon and glass are used. In case the child spills while eating, correct him/her politely and patiently. Don't scold, praise when he/she eats properly.
- * Make it a habit to see that the child washes his/her hands before and after taking food. Help him/her to brush his/her teeth daily.
- * Sing rhymes and songs with the child about personal cleanliness.



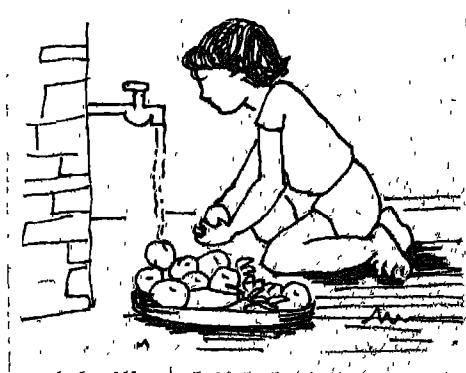
- * Teach the child to tell parents' names and names of other relatives and also the name of the place where he/she stays.
- * Provide the child enough space or a corner in the house, may be, a little place under the table or on the side of the cot or outside the house under a tree where the child can play 'house-house' with suitable, adequate and easily available material like some old utensils, a rag doll, some plastic spoons, containers, a small basket, some blocks, shoes, stick, hat, cloth, boxes and other things at home which are not being used.
- * Encourage him/her to keep the corner tidy after play. Give the child opportunity to have free expression at play. Allow the child to play make-believe and creative games.
- * Give opportunities in play for the child to be aggressive without hurting anyone and for role play with toys to express his/her inner feelings and to practise newly developed skills.
- * While children are playing, interfere only when it is necessary. For example, when there is a fight among children, make attempts to maintain harmony within the group.



- * Do not make fun or tease the children when they are playing.
- * Encourage the child to greet the guests and treat them properly as per the customs.
- * Answer the child's queries about self, friends, relatives and other events as correctly as possible.

- * Encourage the child to do simple household activities such as assisting in serving meals, arranging clothes, utensils, getting water for the guests, helping in washing fruits and vegetables and so on.

- * Accept negative behaviour and try to find out its cause. Be patient and gentle but firm.



Activities for Cognitive Development

- * Encourage the child to count fingers, pebbles, clothes, utensils and other things which he/she comes in contact with. Give the child specific activities involving numbers such as 'bring two glasses of water', 'get four flowers', 'hold up one finger', and so on.

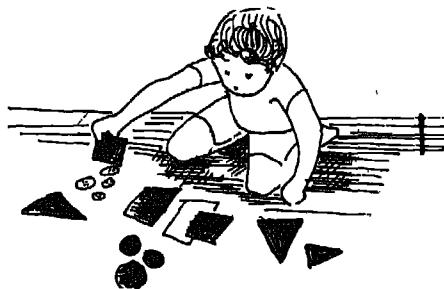
- * Place five leaves on the ground, ask the child to place a pebble along with each leaf.
- * At meal time, ask the child to give each member of the family one plate and then two 'Katories', and then count the total number of plates and 'Katories' distributed.
- * Get the child acquainted with his/her immediate environment. Encourage the child to identify animals, birds, insects, flower, trees, the sun, moon, star etc.
- * Encourage the child to collect things like feathers of different birds, sticks, twigs, mirrors, broken bangles, tiles, drift wood, dried and pressed leaves and flowers, seeds, small pebbles, etc. and talk about them.
- * Mix a few pulses like 'Rajmah', black gram and white gram. Ask the child to help you in separating them. Similarly you can mix buttons of different sizes and get the child to separate them.
- * While going for a walk when you see things with distinct taste or smell, ask the child to identify the taste or smell of the particular object.



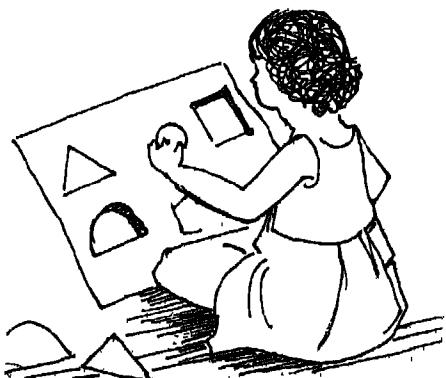
- * Ask the child riddles like 'I am the colour of grass, I am the colour of parrot. I am the colour of chilly---- Guess what am I?'



- * Let the child draw human figures on moist ground or on slate. Assist if he/she misses any part of the body.

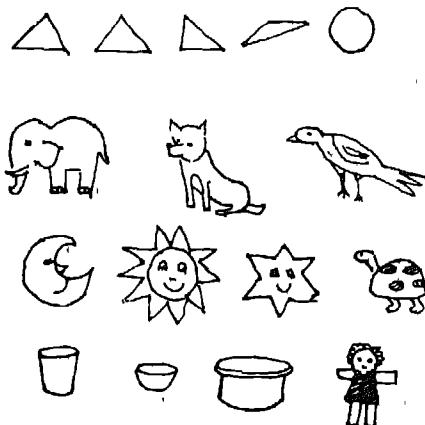


- * Give cut outs of different shapes to the child. Let him/her observe each shape and match different cut outs according to their shapes like two circles, two triangles, two squares and so on.



- * From a large piece of cardboard, cut out different shapes, circles half circles, squares, star, rectangle and so on. Help your child to put the pieces into correct holes in the cardboard. Take the pieces out and ask the child to put the pieces back without help.

- * Narrate a story to the child, encourage him/her to narrate it in proper sequence without missing any important detail.
- * Give a few cut outs of circles and one triangle and ask the child to pick up the cut out which is different from the rest. Similarly pictures of different animals and one bird can be given to the child. Ask him/her to pick out the picture which is different from the rest of the pictures. Ask the child to name the picture and encourage him/her to verbalize the difference between the pictures. The pictures that are used should be familiar to the child.



- * For the development of memory, keep five to six familiar objects in front of the child on the floor. Let the child recognize and name all the items. Cover the items with a cloth and encourage the child to name all the items. or remove one item and ask the child which one is missing.
- * To encourage the development of the concept of time while talking to the child, ask questions like;

‘What was the food we made yesterday?’, ‘Where did we go?’, ‘What will we cook today?’, ‘What did

we see?', 'What will we do today', 'What do you want to eat tomorrow?', 'Where do you want to go tomorrow ?'.

- * While going for a walk in the afternoon, make the child notice his/her shadow and your shadow. You can make different shadow animals by manipulating your fingers (see fig.) and play games like catching a shadow, etc.



CHAPTER 9

Stimulation Activities for 5-6 year olds

Developmental Rhythm during 5-6 years of age

Physical and Motor	Language	Personal and Social	Cognitive
Climbs trees and swings from them. Participates with siblings and peers in running, hopping and jumping games.	Language is adult like with increased vocabulary. Narrates short stories. Explains and describes events in detail. Asks and answers questions. Describes events in a picture and make short simple stories.	Performs all self-help bathing, dressing, combing, using toilet. Helps in household activities.	Understands other person's point of view. Is able to focus attention on several attributes of an object i.e., shape, colour as well as function. Actively participates in all gatherings, household activities, simple addition and subtraction operations, up to number five with real/concrete examples.
Is able to thread needle ribes with a big hole and do simple stitching.			Understands different standards of measurement like measurement of length, weight, etc.
Is able to use pencil and paper, makes patterns and combine forms.			

Activities for Motor Development

- * Allow the child to climb on low branches of trees or swing from trees. However, take care that the branches are strong.

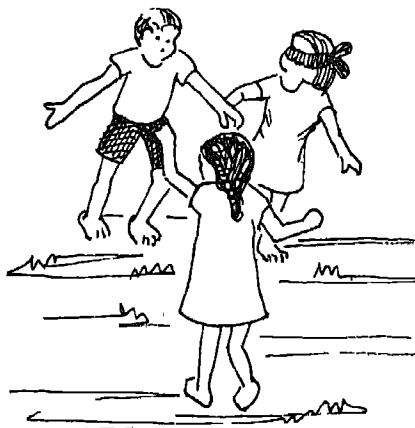
- * Give the child a ball, a skipping rope, an old used tyre, or an empty drum and allow the child to play freely.

- * If you have children in the neighbourhood, encourage them to get together and play games like Dodge ball, Throw ball, 'Pithoo', 'Kho-Kho', 'Posham-Pa', 'Langri-tang', 'Stepout' 'Oonch neech ka papda' and so on.

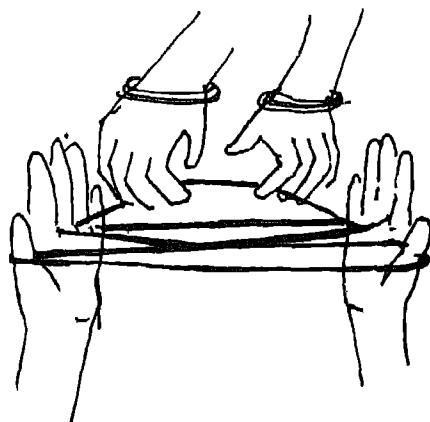
- * Encourage the child/children to dance to a rhythm or beats of drums, 'mridang' or 'ghungroo'. Involve the child in local dances. Take him/her along with you to places like 'melas', marriages or festival gatherings.



- * Play games with the child which involve control of physical movements like statue games, hide and seek, blind man's buff, etc.



- * Encourage the child to do certain exercises and yogasans like Padmasan, Bhujangasan, etc.

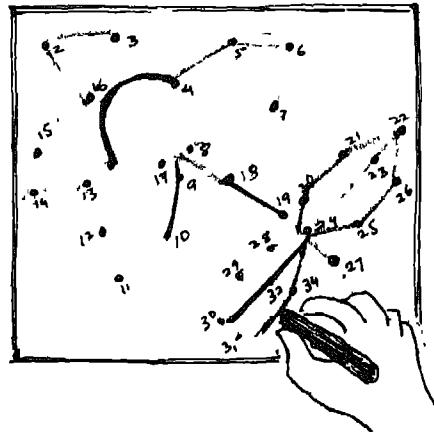


- * Allow the child to play games like marble throwing and spinning a top or making patterns by a string or thread twined between fingers of both hands



- * Encourage the child to copy some basic patterns like circle, semi-circle, horizontal and vertical lines, curves and square.

- * Make some patterns with dots on a slate or on the floor and ask the child to join the dots.



- * Put a dot on the moist ground and encourage the child to move a stick from the point inwards and outwards in a circular manner.
- * Encourage the child to make different designs and figures on the floor or on a slate.
- * Encourage the child and teach him/her to do simple running stitch on a piece of cloth and to stitch a button on to the cloth. To make it interesting the child can be involved to do stitching and make something interesting out of it like hanky.



Activities for Language Development

- * Play games such as saying the opposite word like big-small, tall-short, fat-thin, high-low, here-there, up-down, in-out. You may start by

giving the words and get the child to say the opposite. Give a clap when the child gives the right word.

- * Play problem-solving language games. For example, encourage the child to make his/her own riddles such as, 'I have four legs. I have a tail. I do clip-clop, clip-clop: who am I ?'
- * Talk to the child and ask questions about means of transport available around the place you live. Talk to the child about all the means of transport one by one, ask the child to talk about them.
- * Talk to the child about community helpers by showing their picture, like that of a postman, teacher and doctor. Ask the child, what each one does and how they are helpful to us.
- * Visit various places with the child. Encourage him/her to observe nature, rivers, plants, animals and birds, etc. After the visit encourage the child to talk about these places and experiences. Also, encourage the child to observe the difference in hills and valleys, trees, plants and bushes, rivers, lakes and converse about the differences.

- * Give opportunity to the child to talk and express freely with you, provide more information about what the child is interested in, as it expands his/her vocabulary.
- * When the child is playing with toys, etc., you can join in the play by asking some questions like, 'the doll is hungry, what can we do about that ?' 'The cart is dirty, what can we do about that ?' Participate in the child's play when he/she allows you to do so.
- * Get the child to think imaginatively. For example, play games such as, 'suppose you are riding on the cloud, where would you like to go?'
- * Play Language games such as the following: pronounce a word clearly and correctly in front of the child. Encourage him/her to identify last sound and make another word begining with the same sound. Play games such as 'name, place, animal, thing: Decide upon an alphabet and ask the child to give the name of person, place, animal and something starting with the particular alphabet like the following:

Name B	—	Bahadur
Place B	—	Bombay
Animal B	—	Bear
Thing B	—	Basket

- * **Play a game of ‘rhyming’.** Give the child a simple word, say ‘Rat’. Ask the child to think of rhyming words like mat, pat, sat etc.
- * **Create rhymes:** get the child to create simple rhymes by suggesting one or two lines and asking the child to fill the gaps.
- * **Pick the odd one out:** State 4 words to the child. Three should have the same beginning sound but one should be different. For example, Bat, Ball, Cat, Bell. Ask the child to listen carefully and give the word with the different beginning sound.
- * **Read picture story books to the child.** Encourage the child to browse through books. Select appropriate stories (a five-year old is able to enjoy fairly complex stories.)
- * **Get the child to make his/her own stories.** Help the child in between, if needed.
- * **Make cards and write names of some familiar objects around like ‘door’, ‘tap’, ‘table’, ‘pot’, and so on.** Put the card on the corresponding object and show it to the child. Do this exercise a few times. Then collect the cards and ask the child to

select a card and place it on the corresponding object.

- * Make associative card pairs, i.e. one showing a picture and the other with the corresponding name /word written on it. For example, on one card draw a Flower and on the other write 'Flower', and so on. Mix these cards and then allow the child to select the cards and match them.

Activities for Personal-Social Development

- * Encourage the child to perform self-help tasks like washing, eating, dressing and using toilet.



- * Involve the child in household work. Encourage him/her in keeping the house clean, washing clothes, cutting vegetables, watering plants and so on.

- * Involve the child in preparing the house for festivals and ceremonies like making rangoli, decorating the entrance and the house with flowers and leaves.



- * Involve the child in outdoor work for example, preparing the bed for sowing seeds, watering plants, fetching things from the nearby shop and such similar chores.



- * Take the child along with you to relatives' places, social gatherings, religious ceremonies, 'melas' etc. Allow the child to mix with other people and participate actively.



- * Encourage the child to be tolerant, considerate and polite. Give the child some responsibility which he/she has to do, like taking care of pet animals, helping old and disabled family members etc. Do not allow the child to be cruel with disabled people and animals.

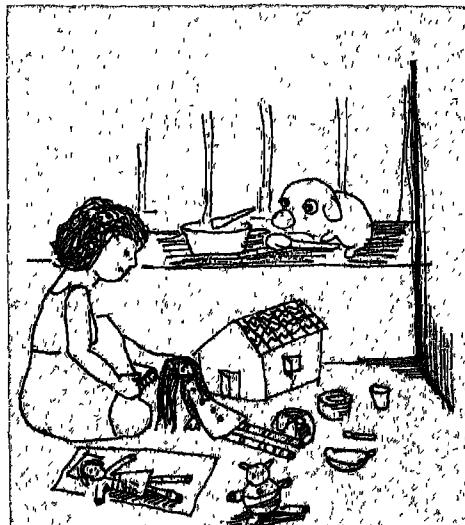
- * Give the child a small corner or a place in the house to play. Encourage the child to develop some hobby like collecting match boxes, labels, odd shaped or unique pebbles, feathers, stamps, and so on.

- * Encourage the child to play 'co-operative' games with his/her friends and siblings like, 'Kokla Chipaki' 'Pithloo' etc. Encourage the child to follow rules, wait for his/her turn and learn to win as well as lose while playing various games.

- * When you are putting groceries, laundry or toys away, play a game with the child by asking questions such as the following:

'Where should we keep clean clothes?'
 'Where should we keep clean utensils ?'
 'Where should we keep vegetables?'
 'Where should we keep the broom?'

- * Narrate stories about school, teachers, games played at school, fun and learning at school etc. Talk to the child about school and tell him/her that soon he/she too will go to school.



Activities for Cognitive Development

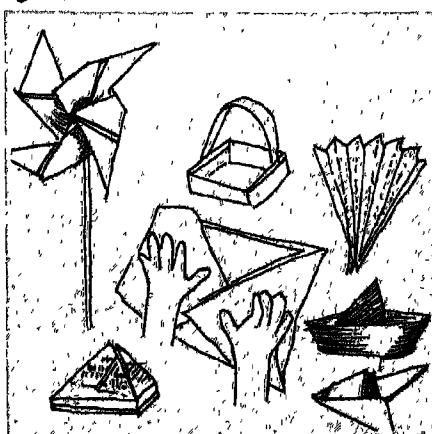
- * Allow the child to collect things like pebbles, bits of wood, pictures and such other articles which might be precious for the child. Allow him/her to think of ways to create toys out of these objects. Allow the child to make modifications and, if possible play in a new and imaginative manner.



- * Encourage the child to play with toys like kites, balloons, spinning tops, etc. Allow him/her to use a weighing scale, ruler, funnel, torch with cells, cycle bell, etc.



- * Teach the child how to make different things from waste paper like envelopes, boat, aeroplane, windmill, purse, ball, frog, and so on. Allow the child to try and make his/her own things.

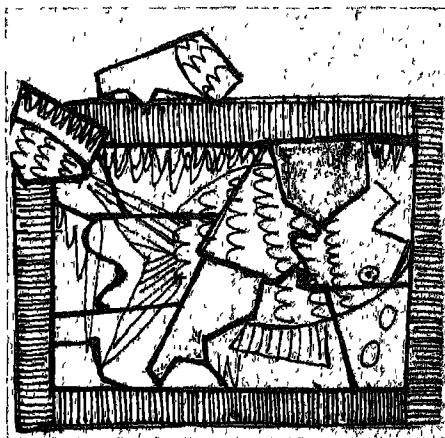


- * Encourage the child to learn to make finger puppets, some mobiles and toys with locally available material. Allow the child to manipulate and play imaginatively.

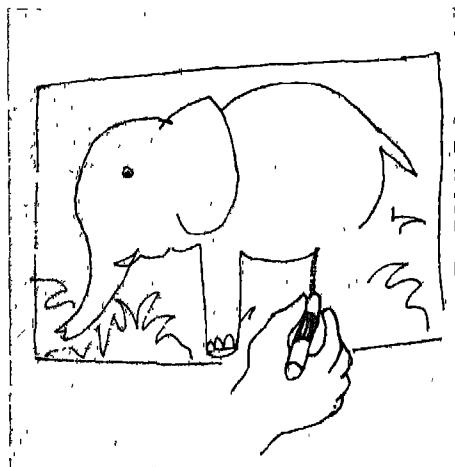


- * Give the child clay to manipulate and make different things and toys from it, like vegetables or fruits, a 'chullah', etc. The child may be encouraged to try and paint these toys.

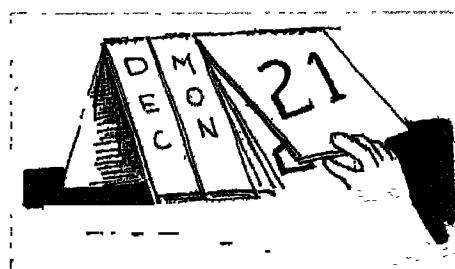
- * Make a picture of an animal on a piece of cardboard and cut out the outline. Let the child see it. Now cut the animal figure in 4-5 pieces and ask the child to fit the pieces together to form the shape/figure again. It is important to allow the child to 'see' this 'puzzle' being made from the first step onwards.



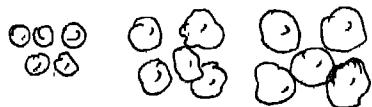
- * Give the child an incomplete picture and ask him/her to complete it. For example, a picture of an elephant without a trunk or kettle without a handle. On showing the picture ask the child to identify the missing part, he/she may then be encouraged to complete it.



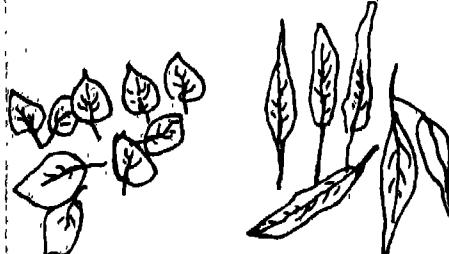
- * Give the child opportunities to measure cloth, milk, water, rice and pulses. Help him/ her to understand what is a kilogram/metre/litre.
- * Show 7-10 items like stone, chalk, spoon etc. to the child. Let him/her observe these carefully. Cover them and ask them to recall their names.
- * Show 6-7 items to the child, after the child has seen them, hide a few and ask the child to name the missing ones. Only items which are familiar to a child should be used.
- * Make a calendar and hang it on the wall. Encourage the child to observe the date, day and month on the calendar.



* Get a handful of stones. Ask the child to make three groups according to the size of the stones. Then ask the child to arrange the stones in the order of their size.



* The same activity can be done with leaves, sticks or such other objects.



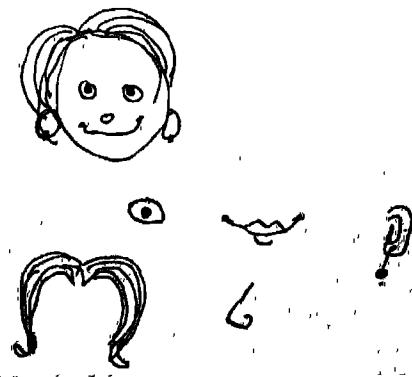
* Collect a few leaves and ask the child to separate them into wide and fat ones and thin and pointed ones.

* Allow the child to collect specimens from the surrounding which he/she can handle, like feathers, dried leaves, pressed flowers, pebbles. Teach him/ her to sort these into groups according to differences in shape, size, colour, texture and type.

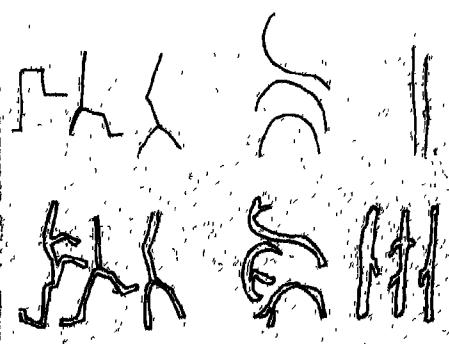
- * Get some nuts, seeds, leaves, petals and small sticks. Ask the child to arrange them in different attractive patterns.



- * Ask the child to draw a face on a slate or on the ground, or on paper. Then ask the child to draw separately the small parts of the face like eyes, nose, ear, mouth, hair.



- * Give the child some twigs of different shapes – some straight, the others curved and some others with sharp bends. Ask the child to separate the twigs on the basis of shape. Then give the child some pieces of wire and ask the child to bend the wire in similar shapes.



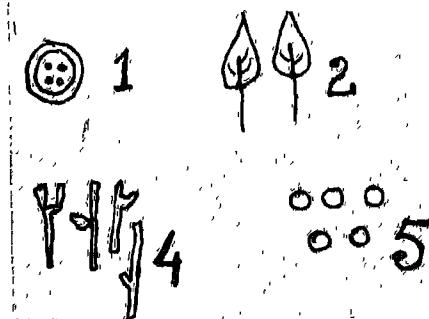
- * Draw some simple shapes for the child and ask the child to copy them carefully on a slate or on paper or on the moist ground. At one time draw one shape. After the child is able to copy this pattern then proceed to the other, and so on.



- * If there is a broken pot at home ask the child to help you to stick it together with some clay.

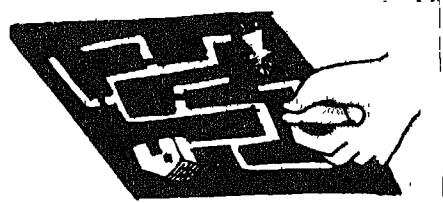


- * Group some pebbles, buttons, sticks and leaves. Ask the child to count the number of pebbles, buttons, and so on.



- * When you take the child for a walk, ask the child to count the number of cows or dogs he/she has seen on the way.
- * Ask the child to count the number of doors and windows in the room.

- * Play games such as, riddles, picture completion games, questioning game, jigsaw puzzle with the child.



- * Make associative cards, i.e. a card with a dog and puppy, a cat and a kitten. Mix these cards and teach the child to select and match them.
- * Play games with the child to teach concepts of right and left. You can sing a song and ask the child to follow it, like

Put your left hand in

Put your left hand out

Shake it a little and go round

Put your right hand in

Put your right hand out

Shake it a little and go round

Repeat with right leg and left leg.

* Show the child two glasses of water of same size with equal amount of water. Pour water from one glass into other glass and now ask the child which glass contains more/less water. Allow the child to manipulate the water by putting it back into the original glass. Give the child a few other containers of different shapes and sizes. Let the child pour water from one container to the other and experiment.

